

Questions and Answers
Solicitation No. DCSC-14-RP-0040 – CSSD BARJ Based Tutorial and Supportive Educational Services

1. Do you have any sample formats for the forms that are requested in the RFP or can we design our own? This would be for items such as session notes, invoices, or reports?

The form templates for documents such as service(s) session progress notes, invoices and unusual incident reports will be developed by the D.C. Courts and utilized by all providers. This will ensure uniformity and seamless reviewing of materials.

2. You state that you are looking for tutoring and academic enrichment. Can we provide adult basic education and GED services? Or are the tutoring services only for kids in typical high school programs?

No adult basic education and GED services are not contemplated for any of the tutoring solicitations announced by the D.C. Courts. The requested services will be short-term academic support services for DC area youth, ranging on average in age from 12-18; however, because the CSSD can on occasion serve and supervise minors age 10-12, the provider may be required to provide tutoring as stipulated in the referral package. It is not the intention of the DC Courts to supplant the Responsible city agencies are responsible for meeting the academic requirements of DC area youth.

The expectation of this contract is for the contractor to:

- support the completion of outstanding work assignments,
 - support common core instruction by explaining concepts in a manner and method that enables academic progression.
3. The RFP states they do not want tutoring provided by non-certified instructors. Do you only accept DCPS teaching license or other certifications? We use CASAS for our assessments and progress monitoring which my staff is certified in. Can staff that do not hold a teaching license, but have other professional development activities serve as a tutor?

The D.C. Courts will accept DCPS teaching license or other instructional based certifications from Washington DC. Certifications from other state, county and local educational agencies must be reviewed by the D.C. Courts/CSSD to ensure fidelity to standards instituted by the DCPS. All staff of the Contractor that will serve the youth referred by the DC courts must be approved in advance of any service delivery. Exceptions to Teaching Licensure may be granted by the D.C. Courts on a case by case basis, and upon the Contractor providing supporting documentation that has verifiable teaching and/or related professional experience and/or professional development activities. However, please be advised that it is the intention of the DC Courts to ensure that the highest quality staff are serving the tutoring needs of the youth referred for services through this Contract.

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4. I know the tutoring sessions are typically 1.5-2 hours 2 times a week but for how many weeks/ months? Do we approve for a certain amount of hours or weeks?

The Probation Officer of record and the CSSD, Contract Monitoring, Data and Financial Analysis Unit (COMDAF) will make the determination on a case by case basis how community based tutoring services will be implemented. The PO will determine benchmarks to be in terms of educational coursework and need, timing and measurability. The forward direction of community based tutoring will likely encompass service authorizations issued in blocks of 15/20 sessions, which would be completed over a three (3) to ten (10) week period.

5. a. When would Team services be approved?

Team services will be approved for stationary and dynamic settings as designated by COMDAF in consultation with the probation officer (PO) of record. This designation will be based on the needs of CSSD youth and the number of youth anticipated to participate in team tutoring.

- b. What is it?

Team services involve two (2) or more individuals working as a team to provide services for a designated number of youth according to ratios and other guidelines as designated by CSSD.

- c. It is more like a classroom type session?

Each CSSD setting is different with some settings having classroom-style space and office space available. The CSSD settings will be designated based on availability of space at various locations.

- d. What type of situation is this approved for?

Stationary and Dynamic settings:

Stationary means services in CSSD facilities. The CSSD settings will be designated based on availability of space at various locations. The number of youth and the identified needs of the youth will be contributing factors that may warrant designation of youth to participate in any one of the following milieus: Individual, Group, or Team.

Dynamic settings include non CSSD facilities as well as educational outings. With advanced approval of CSSD, youth can be escorted on educational outings to reinforce core competencies. Depending on the number of youth and the need of the youth, CSSD may direct a team services solution.

- e. Do we have to have paper folders for youth or can we have electronic online files for youth info portfolio and program documents?

Court Social Services Division (CSSD) will require progress reports and supporting documentation as paper files to be submitted to COMDAF with each monthly invoice. Monthly progress reports and supporting documentation must also be provided to the probation officer of record (to be submitted via email).

Contract vendors must remain vigilant of the nature of adjudication for court involved youth. As such, contract vendors must be prepared to provide intermittent progress reports to the PO of record within 24 hours of request by the PO. Submission of courtesy copies to COMDAF's email will be required for all progress reports and electronic correspondence sent to the PO of record.

Contract vendors shall have the ability to determine whether or not they wish to maintain their files in either electronic or paper format or a combination of the two. Notwithstanding this discretion, contract vendors must be capable of providing a copy as requested by the CSSD of any and all files within a 24 hour timeframe in the manner requested by the CSSD.

Recognizing contract vendors may utilize online instructional software to provide services to CSSD youth, such instructional software must be accessible to the CSSD upon request and the resulting course work must be available upon request to substantiate the utilization of the services. Should contract vendors elect to use instructional software and or electronic files that are server based or web based, the contract vendor must ensure requisite provisions are put in place to protect the identity of the youth. In essence, no identifying information of the youth can be used as a log in, user name, or password.

As is the case with all service providers, in accordance with provisions set forth in the DC Municipal Code Title 16 chapter 23, the identity of youth served as well as any and all documentation of service and corresponding communication of services must be kept confidential at all times for court involved youth.

6. Says we need to provide "validation of services" like photos, videos, etc. Is this every time? Would an electronic signature work for this that gives signature and GPS location?

A validation of services is required for every service that is invoiced. Upon contract award, specifics of the validation requirements will be designated by the D.C. Courts and illustrated in the contract award.

7. Is there a maximum page number limit for the proposal?

No. There is not a page limit for the proposals submitted for this solicitation. However, responses should be succinct and respond directly to the requirements of the solicitation.

8. What are the facilities like at the BARJ locations? Is there technology or rooms? Will we have the option to store materials or equipment if we are at the location for several days in a row to provide services?

All of the Balanced and Restorative (BARJ) Drop-In Centers operated by the D.C. Courts are state-of-the-art facilities, which include designated space for educational/group activities for young people. While there may be limited space available for the storage of materials, pending advanced approval by the CSSD, the contractor must assume responsibility for securing such materials. All CSSD facilities have technology that can be made available for the use of the Contractor in performing the duties associated with this contract, to include but not limited to smart-boards, limited access to copying and printing.

9. What is “full day” tutoring at the BARJ centers and when would that be authorized or needed? Would this be for like GED or something? Are providers assigned to a BARJ location or could we be in several locations? What if nobody shows up for sessions?

Full-Day Tutoring will be authorized by CSSD staff (Probation Officers - PO) in specific cases to support initiatives such as Alternative to Out-of School Suspension, or a delay in finalizing a school placement, as well as a structured way to engage youth during winter and spring breaks from school. Full Day Tutoring is expected to last for the duration of 5 hours, to include a morning and afternoon session for 2.5 hours each, with a non-paid lunch break. The services contemplated may include, but not be limited to:

- offering support for completion of outstanding work assignments,
- offering support and common core instruction by explaining concepts in a way that enables academic progression despite missed instruction time, and
- completing homework packets or assignments provided by the school during suspension

If the youth(s) fail to show up for a given session at any CSSD facility/location, the minimum group rate will apply, unless a team rate had been set for that date, in which case the team rate would apply.

10. What is the expectation for the capacity to provide services to youth? Like how many tutoring kids do we need to be staffed to provide services for at a time? Or do we set those expectations ourselves?

The vendor must describe their own capacity in their proposal.

11. Is tutoring meant to support classroom requirements (example, to complete assignments, as described by representative from Golden Diversity)? Or is it to build skill levels? While guiding a student to finish a task may bring up a course grade, it may not provide the skills for him to apply independently to other exercises.

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Conversely, skill development will allow him to be successful on future assignments and challenges, but may not impact the grade sufficiently if he is very behind in submission of assignments. A passing score may move him ahead to the next grade level, but will he be able to perform at that level? Based on time allotted for tutoring, is one approach preferred by DCSC?

It is the expectation of the DC Courts that tutoring services will include support(s) necessary to ensure completion of school assignments and develop skills appropriate for the each youth's academic level.

12. Section C.1.2

How will the number of hours of service be determined? Because school grades do not always reflect skill levels, what assessment tool will be used to identify needs? Section C.1.1 indicates that vendor should provide an academic assessment, but comments in Pre-Bid conference suggested that ISP would be provided and was to be used to set goals for tutoring.

The DC Courts will provide the tutor with as much educational background materials as are available. The number of services will be determined by a number of factors including a youth's legal status, current academic status and the contemplated academic progress to be achieved. The number of service hours will be determined by the PO of Record and communicated through the COMDAF Office.

13. Can a student be referred to more than one of the contracted programs?

Yes.